

GENDER AND RACE OF TEACHER AND STUDENT: ARE THEY RELATED TO
TEACHER RESPONSES TO INCIDENTS OF SCHOOL BULLYING?

by

Cassandra Hirdes

A Thesis Submitted to the Faculty of

THE DEPARTMENT OF DISABILITY AND PSYCHOEDUCATIONAL STUDIES

In Partial Fulfillment of the Requirements
For the Degree of

MASTER OF EDUCATION
WITH A MAJOR IN SCHOOL COUNSELING

In the Graduate College

THE UNIVERSITY OF ARIZONA

2010

STATEMENT BY AUTHOR

This thesis has been submitted in partial fulfillment of requirements for an advanced degree at The University of Arizona and is deposited in the University Library to be made available to borrowers under rules of the Library.

Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Dean of the Graduate College when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

SIGNED: Cassandra Laine Hirdes

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

Dr. Sheri Bauman
Professor of School Counseling

May 7, 2010
Date

TABLE OF CONTENTS

	Page
LIST OF FIGURES.....	6
LIST OF TABLES.....	7
ABSTRACT.....	8
INTRODUCTION.....	9
<i>Purpose of Study</i>	11
<i>Assumptions</i>	12
<i>Research Questions and Hypotheses</i>	13
<i>Significance of Study</i>	13
<i>Limitations of Study</i>	15
<i>Definitions and Terms</i>	15
<i>Summary</i>	16
REVIEW OF RELATED LITERATURE.....	17
<i>Teacher Responses to Bullying</i>	17
<i>Teacher Effectiveness</i>	19
<i>Impact of Individual Characteristics in Response to Bullying</i>	22
<i>Impact of Race and Gender Outside of and Within Schools</i>	25
<i>Summary</i>	29
METHODOLOGY.....	31

TABLE OF CONTENTS - Continued

Deviation of General Research Hypotheses and Specific Research

Hypotheses.....31

Participants.....33

Procedure.....33

Measure.....35

Analyses.....36

Summary.....37

RESULTS.....39

Differences by Gender.....39

Differences by Race.....42

Differences by Race and Gender.....45

Individual Characteristics of Students.....46

Summary.....47

DISCUSSION48

Summary of the Study48

Statement of the Problem.....48

Statement of the Procedure.....48

Review of Findings.....49

Implications.....52

Recommendations for Future Research.....57

TABLE OF CONTENTS - Continued

<i>Summary and Conclusions</i>	58
APPENDIX A: BULLYING SURVEY.....	61
APPENDIX B: CODING SCHEME FOR BULLY.....	72
APPENDIX C: CODING SCHEME FOR VICTIM.....	74
REFERENCES.....	76

LIST OF FIGURES

Figure 1. Comparing Teaching Response of No Intervention Toward Victim Across
Three Vignettes.....42

LIST OF TABLES

Table 1. <i>Bully Codes and Categories</i>	38
Table 2. <i>Victim Codes and Categories</i>	38
Table 3. <i>Differences in responses to bullying by teacher gender</i>	40
Table 4. <i>Differences in responses to bullying by teacher-student gender similarity</i>	41
Table 5. <i>Differences in responses to bullying by similarity of minority status</i>	43
Table 6. <i>Differences in responses to bullying by racial and gender similarity of teacher-student</i>	46

ABSTRACT

In this study teachers provided responses indicating what actions they would take towards the bully and victim after watching three bullying vignettes in which the gender and race of the students varied. Significant differences revealed that when race, gender, or race and gender of teacher and student differ teachers are more likely to dismiss the victim or seek out adult resources. If the race or gender or race and gender of teacher and student were the same then teachers indicated that they would comfort the victim with more frequency, use a wider array of approaches regarding the victim, and they would also reprimand the victim more. Females were more likely than males to show care toward the victims and Whites were more likely than non-Whites to dismiss the victim. No significant differences were found when comparing teacher responses by student characteristics alone. Implications for teachers and school counselors are discussed.

INTRODUCTION

Bullying continues to receive much attention in the United States and throughout the world due its continued prevalence in schools and the disheartening effects that bullying elicits on bullies, victims, and bystanders (Olweus, 1993; Rigby & Bagshaw, 2003; Valencia, 2009; Zezima & Eckholm, 2010). The rate of those bullied ranges from study to study, but it has been shown that in any year as many as 7-49% of students are victims of bullying (Bradshaw, Sawyer, & O' Brennan, 2007; Glover, Gough, Johnson, & Cartwright, 2000). Bullying is defined as repeated aggressive behavior exerted by one or more individuals who target(s) another individual or group (Bauman & Hurley, 2005; Dukes, Stein, & Zane, 2009; Harris & Willoughby, 2003; Olweus, 1993). It is characterized by an imbalance in power between the bully and the victim.

Bullying is no longer widely accepted as simply a normative part of development since the consequences involved highlight the detrimental nature of peer victimization; bullying involves risks for victims and bullies as they struggle emotionally, psychologically, and academically. Victims may suffer from anxiety, depression, low self-esteem, poor attitudes toward school, difficulty making friends, loneliness, and they may exhibit problem behavior (Dukes et al., 2009; Nansel et al., 2007; Shore, 2009). Bullies may also suffer from similar negative consequences as they are at higher risk for psychosocial problems, alcohol and tobacco use, depression, and a tendency to experience difficulty academically (Dukes et al., 2009; Nansel et al., 2007; Salmon, James, & Smith, 1998; Stein, Dukes, & Warren, 2007). Bystanders, or witnesses of bullying, have also been shown to suffer as they worry about what might happen to them,

distracting them from focusing on school work and leading to feelings of insecurity on their school's campus (Shore, 2009).

Most bullying occurs on school grounds, with playgrounds, hallways and classrooms having the highest occurrences (Bradshaw, Sawyer, & O' Brennan, 2007; Glover, Gough, Johnson, & Cartwright, 2000; Harris & Willoughby, 2003). Since teachers typically have the most interaction with students on school grounds it is imperative and expected that they play a major role in combating bullying (James et al., 2008; Kochenderfer-Ladd & Pelletier, 2008). Implemented bullying prevention programs place teachers in a prominent position to enforce school policies and intervene when bullying occurs. Indeed, Beran (2006) noted that students are likely to determine the seriousness of the bullying based upon the teachers' reactions.

School counselors also play a pivotal part in preventing and intervening in bullying situations. The common goal of eradicating bullying within the schools allows counselors to work closely with the other staff in creating school wide approaches to bullying (Bauman, 2008; Young et al., 2009). Counselors are actively involved in the bullying prevention effort and proactively assist by doing things such as creating and implementing guidance lessons on the topic (Young et al., 2009). Furthermore, they often consult with teachers, administrators, other school personnel, parents, or students seeking assistance regarding incidents of victimization (Bauman, 2008). Because teachers are still the ones who most commonly immediately intervene when bullying occurs it is necessary for counselors to understand the variables that affect teachers and their reactions.

Race and gender are two factors that influence interactions within classrooms. Although the impact may not always be obvious, studies have indicated that students feel, see, or perceive differential treatment at school that they believe stems from either their race and gender or that of their teachers (Aydogan, 2008; Casteel, 2001; Dee, 2005). Students believe that more is expected of females behaviorally and academically in comparison to males and some students claim and researchers have discovered that males, specifically White males, are spoken to differently than females or minority males and receive preferential treatment (Casteel, 2001; Myhill & Jones, 2006). Indeed, evidence reported in decades of research reveals unfair treatment in schools continually occurs, with males and African American enduring the worst (Gregory, 1996; Nichols, Ludwin, & Iadicola, 1999).

Purpose of Study

Although teachers are often expected to be at the forefront of confronting bullying, few studies have actually looked at what types of interventions teachers employ when bullying occurs on their campus. Studies that have looked at this topic find that certain factors, such as individual characteristics of teacher or counselor, contribute to when, if, or how school personal intervene (Ellis & Shute, 2007; Kochenderfer-Ladd & Pelletier, 2008; Yoon, 2004). Some researchers have also investigated what types of interventions take place (Bauman & Del Rio, 2006; Dake, Price, Telljohann, & Funk, 2003).

The purpose of the current study is to investigate the impact of gender and race of student and teacher to discover how such factors affect the type of intervention a teacher

chooses when facing bullying situations. The study asked teachers from a variety of backgrounds to observe various school related incidents of bullying and to comment on how they would handle such incidents. The findings could be used to gain more insight about the interactions between students and teachers so that counselors will more effectively advocate on behalf of the students and also guide and direct their colleagues with a greater sense of self-efficacy and purpose.

Assumptions

There are several underlying assumptions in this study. First, the researcher presumes that self-reported demography (ethnicity, gender, age) is sufficiently free of error. Second, the researcher assumes that the vignettes presented accurately represent relational, verbal, and physical types of bullying. Lastly, the researcher assumes that the participants provided honest responses when viewing the vignettes.

Research questions and hypotheses

This study examines the influence of teacher and student gender and/or race on teacher responses to bullying. The research questions are:

1. Will teacher' responses vary significantly by teachers' gender?
2. Will teacher' responses vary significantly by teachers' racial status?
3. Is there a relationship between teacher responses, the gender of the teacher, and the gender of the student?
4. Is there a relationship between teacher responses, the race of the teacher, and the race of the student?

5. When the gender of the student and teacher is dissimilar do teachers respond in a significantly different manner than when gender of the student and teacher is the same?
6. When the race of the student and teacher is dissimilar do teachers respond in a significantly different manner than when race of the student and teacher is the same?
7. Will teacher' responses vary significantly by a students' gender?
8. Will teacher' responses vary significantly by a student's racial or ethnic designation?

Significance of Study

As stories of suicides and school homicides involving bullying permeate the news, educators of all backgrounds realize the serious implications of the topic (Beran, 2006; Dake et al., 2003; Meyers, 2010). Such serious negative effects have bolstered those within education to assess the issue and determine best practice to both prevent and reduce bullying. In regards to this effort teachers have been called to actively reduce bullying in their schools. Although this is the case, little research has looked at what means or interventions they employ to do just that. The studies that do exist point to interventions such as: talking with bully and victim, involving the parents, sending students to administrators or counselors, and punishment (Dake et al., 2003; Harris & Willoughby 2003; Marshall, Varjars, Meyers, Graybill, & Skoczylas, 2009). Recently, there has been much emphasis on developing bullying prevention programs and curricula (Bowes, Marquis, Young, Holowaty, & Isaac, 2009; Ross & Horner, 2009). However,

since such programs produce equivocal results (Smith, Schneider, Smith, & Ananiadou, 2004; Vreeland & Carroll, 2007) and the problem persists, teachers need to be capable of managing situations that arise and counselors need further information regarding what can be done to more appropriately and effectively handle situations of peer victimization.

Although teachers report feeling that they should reinforce consequences, they also repeatedly note that they are still unsure about what best practices entail and study after study reveal that teachers want more training regarding bullying (Bauman & Hurley, 2005; Nicolaides, Toda, & Smith 2002). In order to develop effective training for teachers, it is necessary to understand what factors affect a teacher's choice of response to incidents of bullying. Moreover, school counselors require more knowledge regarding bullying and the role of teachers so they can fulfill their obligations of protecting students emotionally and academically.

It is evident that numerous factors affect how teachers intervene when they encounter bullying. Individual characteristics, such as feelings of empathy, self-efficacy, perceived seriousness, and views about peer victimization all affect teachers' response to bullying (Kochenderfer- Ladd & Pelletier, 2008; Yoon, 2004). Furthermore, research has demonstrated that student characteristics influence the perception and treatment by teachers within classrooms. Distinguishing factors including race, gender, IQ, and parental status within the community have all been shown to impact teachers' behaviors toward their pupils (Aydogan, 2008; Casteel, 2001; Green, Shriberg, & Farber, 2008). Specifically studies have indicated that teachers treat those that are dissimilar in race and gender differently than those who share their race and gender in classrooms (Dee, 2005).

However, no studies were located that examined whether teachers utilize different interventions to bullying incidents depending on student gender or race/ethnicity.

Limitations of Study

The sample for the current study was relatively small; many responses were incomplete and a subset of interested participants claimed technological difficulties while trying to access the three vignettes online. Additionally, although the sample was representative of American school teachers demographically, the sample lacked ethnic/racial diversity. It would be necessary to over-sample minority ethnicities/racial groups to obtain more thorough data. Furthermore, the independent variables could not be manipulated making it more difficult to assess if the study contains an accurately representative sample of teachers and responses. It is possible that only those with a vested interest in bullying chose to participate and it is also feasible that participants provided answers that they deemed more socially acceptable.

Definitions and Terms

Bullying is a type of aggression that involves one or more powerful students who target a less powerful student and oppress them repeatedly (Bauman & Hurley, 2005; Dukes et al., 2009; Harris & Willoughby, 2003; Olweus, 2003.). Bullying inflicts harm upon a student either indirectly or directly, or as combination of the two. Indirect bullying, or relational bullying, occurs in such forms as of gossiping, teasing, excluding, etc. Direct bullying is more physical in nature such that students hit or push. Verbal bullying is considered a separate form of bullying for the purpose of this study but it

usually falls under the context of direct bullying. Verbal bullying involves students saying mean or hurtful things to another student.

Summary

The persistence and negative consequences of bullying have generated concern and action within schools. As a major influence on student behavior, teachers are called upon to prevent bullying and to intervene when necessary; however, students and teachers alike reveal that the methods utilized are not always effective. Teacher characteristics have been found to influence teacher response to bullying and student traits have been shown to effect teacher treatment toward student. Counselors need exhaustive information regarding teacher and student interactions to better enable them to serve as consultants within their schools when it involves bullying. By examining the influence of student and teacher's individual characteristics, school counselors will become better advocates. This study aims to discover if race and gender of teacher and/or student impact teacher interventions in regards to incidents of bullying.

REVIEW OF RELATED LITERATURE

Teacher Responses to Bullying

Surprisingly little research has looked at exactly what teachers do when they encounter bullying. However, the studies to date have found very similar results in regards to what methods teachers and counselors employ.

In an effort to assess teachers' views and/or actions regarding bullying prevention and intervention Dake et al. (2003) created and mailed out questionnaires to a random sample of fourth grade teachers across the country. The researchers specifically evaluated if teachers discussed or involved students in developing classroom rules against bullying, whether teachers would talk to the bully and the victim when bullying occurred, whether bullying was a problem in US elementary schools, and what they believed to be effective bullying prevention activities. Approximately half, or 359, of those receiving the questionnaire completed and returned it. Most respondents, 86.3%, indicated that they would talk with the bully and victim when a bullying situation occurred. Additionally, teachers noted that certain interventions were the most effective and that employing them would be beneficial: contacting the parents of the bullies, improving outdoor supervision, and holding a meeting with the bully, victim, and parents to discuss the situation along with possible solutions were some of the approaches mentioned. Less than one third of the teachers mentioned using classroom time as a preventative measure.

Harris and Willoughby (2003) surveyed a sample of school teachers, who were currently preparing to be future school principals (N=68), about their opinions concerning bullying. The researchers asked the teachers to comment on the prevalence of bullying in

their schools, the types of bullying behaviors for which they were aware, how many students reported being involved in bullying (as the bully, victim, or bystander), and what strategies teachers used to reduce bullying. Around 70% of the teachers saw bullying occur at least sometimes on their campuses and they reported that most of the bullying behavior was relational in nature (name calling, rumor spreading, teasing, and exclusion from activities). As far as intervention approaches, several common strategies were repeatedly mentioned. Such strategies included: patrolling halls, contacting the parents, punishing bullies, referring bullies to administrators' office, talking about bullying, and teaching curriculum that highlights the importance of not bullying. The majority of the teachers (57%) surveyed believed in automatic punishment for the bully, while others felt that counseling should occur first.

Bauman and Rigby (2010) conducted an international study asking school personnel from the United States, Canada, Australia, and Norway to respond anonymously to a survey pertaining to their predicted involvement in a bullying situation. First a short written description of bullying was provided. Then, twenty-two possible reactions were listed and respondents were asked to order on a five point Likert scale how likely they would be to use each of the 22 responses. With 715 respondents, many of whom were school counselors, the United States provided the largest sample. From this sample, they found five distinct reactions that mirror other studies: ignoring the incident, disciplining the bully, enlisting other adults, working with the victim, and working with the bully.

Recently, Marshall et al. (2009) interviewed 20 middle school and ten fourth and fifth grade teachers asking them to relay how they would respond to cases of bullying. The interviewers clarified that teachers would first have to identify the incidents as bullying before deciding how to act. After viewing and noting the incident the teachers then responded to questioning about when, if, or how they would intervene in the incident. Different from other studies, these researchers found that teachers did not report ignoring the incident as an actual strategy. However, most of the interventions that were mentioned are similar, if not identical, to previous studies. The noted interventions are as follows: pulling aside students and talking with them; pointing out inappropriate behavior; referring students to counselor or administrator, informing the student's parents, and punishment as defined by the school.

With such limited information regarding teachers' choice behavior when encountering bullying, current and future studies need to continue to investigate this subject. It is important to first examine how teachers respond to bullying so that later research can look at what this means for schools and students.

Teacher Effectiveness

It is imperative that students see teachers using a strong and successful approach to bullying situations. Teachers' constant interaction with students positions them to act as assurers of safety and control. One study in England surveyed 928 third through sixth graders regarding their school's care and behavior toward bullying (Lee, Buckthorpe, Craighead, & McCormack, 2008). They also asked them to discuss the occurrences of bullying at their schools. The study revealed that the frequency of bullying is strongly

correlated with children's beliefs and perceptions about how much attention teachers give to managing behavior as well as how much personal care is shown toward students.

When children feel cared for and well managed, bullying occurs less often.

Yet, even when teachers think they are handling situations of peer victimization within their schools adequately, many studies reveal that students often believe otherwise. Bradshaw et al. (2007) compared the perceptions of a large sample of school personnel (e.g., teachers, school counselors, school psychologists) and students regarding staffs' efforts to prevent bullying. Over 15,000 students from fourth through twelfth grades and more than 1,500 staff members from elementary, middle, and high schools provided feedback. While teachers believed that less than 10% of their students had been involved in bullying in the past month, students indicated that almost 34% of students in elementary and middle school, and 22% of high school students experienced bullying in that one month time frame. Likewise, whereas approximately 65% of students thought the efforts were insufficient, approximately 60% of teachers believed their efforts were sufficient.

In another study, a questionnaire was distributed to over 4,700 students, ages 11-16, to assess how pupils felt about their school climate and how their teachers handled behavior problems (Glover et al., 2000). These students, all from the United Kingdom, discussed how they feel when teachers intervened in physical or relational bullying; just over half of the pupils believed that teacher action brought improvement.

Similarly, a Dutch study used a questionnaire to assess 2,766 nine, ten, and eleven year-old students' beliefs about bullying behavior and the involvement of teachers,

parents, and peers in bullying incidents (Fekkes, Pijpers, & Verloove-Vanhorick, 2005). According to the students, when teachers were involved in bullying circumstances they were only successful in 49% of the cases. Half of the pupils who suffered from bullying even indicated that they would not tell a teacher because it would not help, or it would make matters worse. Furthermore, pupils were asked how often their teachers discussed bullying with those they recognized as regular perpetrators, the students indicated that teachers would only talk to them about it 50% of the time (Fekkes et al., 2005).

In an effort to discover why students would not seek help from teachers even if he or she was being bullied Newman and Murray (2005) asked fourth and fifth grade students to elaborate on their choices. Students repeatedly said such help seeking behavior would make the problem worse. Many students reported that telling was not necessary because the situation was not severe enough while others said that if they told it would cause the bullies to retaliate. Newman and Murray (2005) also asked fourth and fifth grade teachers (n= 15) to comment on students' choice not to tell. Teachers indicated that they, too, thought help seeking often exacerbated the situation especially in cases of physical violence. They also noted that students did not seek them out because the students were afraid the teacher would not come to their assistance or that they as teachers would not be able to help.

In much the same way, Glover et al. (2000) discovered that students were afraid teachers would tell them to "stop telling tales" (8%) and other pupils (13%) believed that teachers would not be interested. Students repeatedly noted that telling teachers or staff worsens situations of bullying and reported that they frequently chose not to inform

school staff. In fact, the study reported that 16% of students would suffer and keep quiet and 24% would simply avoid where a situation might arise rather than tell a teacher. As noted earlier, Dake et al. (2003) found that less than one third of teachers discussed bullying and bullying prevention in their classrooms, indicating that teachers are failing to take a proactive role in bullying prevention. Failure by teachers to elicit trust from students and to promote bullying prevention tactics prompts questions regarding what might be contributing to lack of success and lack of involvement.

Impact of Individual Characteristics in Response to Bullying

Few studies indicate what contributes to teachers' approaches when bullying situations occur. Yoon (2004) examined some plausible contributing factors by asking 98 elementary school teachers to provide feedback regarding what they would do in reaction to different bullying vignettes. She asked questions pertaining to teachers' perceived seriousness of bullying, teachers feeling of empathy toward the victim, and teachers perceived self-efficacy in dealing with student misbehavior. The participants also rated on a five point scale the likelihood of personally intervening in the bullying vignettes. She discovered that all three of the factors inquired about influenced teachers' choice to intervene or to ignore the situation. For example, if a teacher believed he or she was capable of managing bullying, or had high self-efficacy in this regards, he or she was more likely to report a willingness to intervene. In much the same way, a teacher who had greater empathy for a student or perceived of the bullying situation as more serious would also intervene with more frequency.

Similar to Yoon (2004), Kochednerfer-Ladd and Pelletier (2008) asked teachers about their personal attitudes towards bullying in an effort to discover how they might affect bullying interventions. The sample of 34 second and fourth grade teachers indicated in their responses that personal attitudes toward bullying (e.g. it is normative, students could avoid it if they tried, assertive children do not get bullied) affected if and how they intervened in bullying. If teachers believed bullying was normative they were less likely to become involved, but if they viewed bullying as more serious then they would advocate for separation of students or assertion by the victim.

Green et al. (2008) looked how teacher and student gender might affect teachers' perceptions, specifically in regards to severity of bullying situations. After given gender neutral bullying examples, the sample of 147 preservice and middle school teachers, noted how severe they thought the situation was and if they would seek outside help. The responses revealed that female teachers consistently determined situations to be more severe than their male counterparts and they also indicated that they would seek out help from school personnel (school counselors/psychologists) with greater frequency. However, the study also concluded that student gender did not affect perceived severity or what decision was made regarding teachers decision to seek assistance and from whom. Still, it is important to note that this study failed to look at the various types of interventions teachers might use beyond seeking outside help and this study did not look at other factors besides gender. With the evidence of Yoon (2004) suggesting that perceived severity of bullying situations influences rate of intervention, it motivates one to assess if females react differently to bullying based on the idea that they tend to view

situations as more severe. Similarly since females chose to employ one intervention more than males in Green's research it is possible that they might use other interventions more frequently as well.

Another study, performed by Mishna, Scarecello, Pepler, and Wiener (2005) asked 13 fourth and fifth grade teachers to define and discuss incidents of bullying at their schools. They found teachers' responses to and characterization of bullying varied depending on certain factors that are comparable to other studies. Such factors included whether the teachers blamed the victim, considered the incident serious, and whether the teacher described feeling empathy for the child. Another indication of particular interest was that teachers reacted differently based on whether the child portrayed certain characteristics and behaviors of a "typical" victim. Teachers noted that qualities that made a victim "stand out", such as weight, would increase a student's vulnerability and chances of being a victim. The teachers preconceived notions about how a victim looks and acts weakened the likelihood that they would notice students who were victims, but failed to fit their prototype. The impact of such personal beliefs of teachers based on the distinct traits of students needs further examination. It could be asserted that students' characteristics, many of which they cannot change or alter, affect teachers views and impending actions. It is important for research to uncover implicit biases so teachers might become aware of factors that could be influencing their effectiveness within their classrooms and schools.

A noted limitation in many of the above studies is that data was not gathered regarding teachers in terms of age, amount of education, and racial or ethnic background,

all variables that could influence teachers' beliefs about bullying and their level of empathy toward students. Research has already suggested the gender of the teachers play a role in perceived seriousness prompting further study. Additionally perhaps race of teacher also plays into how teachers determine the seriousness of bullying.

Impact of Race and Gender Outside of and Within Schools

Race and gender are found to influence peoples' perceptions and attitudes in a variety of settings. For example, two recent studies revealed that both gender and race significantly affect court decisions. Specifically, Doerner and Demuth (2010) examined the effects of race/ethnicity, gender, and age on sentencing decisions in the United States. After looking at data that included all cases received by the United States Supreme Court that had sentencing dates between October 1, 2000 and September 30, 2001 (n= 59, 897) they concluded that African Americans, Hispanics, males, and those of a younger age tend to receive more severe sentences than Caucasians, females, or older defendants when controlling for legal and contextual aspects. Similarly, when comparing data on Pennsylvania sentencing outcomes for Blacks, Hispanics, and Whites, Steffensmeier and Demuth (2001) discovered that Hispanic defendants received the harshest penalties while White defendants appeared to receive the most lenient sentencing.

Studies that look into school environments and the role of race and gender reveal similar findings. For instance, Casteel (2001) investigated the treatment of students based on gender and race in American middle schools. The participants, 417 seventh grade students and 16 Caucasian female teachers, were all observed for a total of two hours within their classrooms. Two observers were present in the classrooms; one coded

the African American students while the other one coded the Caucasian American students. Differences existed in treatment based upon both race and gender. Casteel (2001) discovered that African American students were not treated as favorably as Caucasian American students as Caucasian American students received more praise, more positive feedback, and were offered more clues within the classroom (such as repeating a question to a student in a different context) granting them an advantage. Furthermore, Caucasian boys received the most favorable treatment while African American boys received the least favorable treatment from their teachers. Casteel (2001) noted that research regarding differential treatment based on race or gender within classrooms date back 20 years or more and performed this research to evaluate if societal gains occurred. Unfortunately, he confirmed the results of previous findings pointing to the unequal treatment that still occurs.

A similar motive inspired a study that looked at the disproportionate disciplinary rates for African Americans within the school systems (Skiba, Michael, Nardo, & Peterson, 2002). Although the researchers already knew that previous findings continually proved that African Americans receive more frequent referrals within schools and were found to undergo stricter punishment (Gregory, 1997; Nichols, Ludwin, and Iadicola, 1999; Taylor and Foster, 1986) these researchers wanted to discover if such rates of referral were granted based upon type and rate of misbehaviors. After looking at one year of middle school disciplinary data for an urban school district the researchers assessed what other factors might contribute to the disparity. However, at the study's conclusion they found that African American students suffered suspension and referral

rates at much too high a proportion in type and rate to account for the difference between White and Black students. They discovered that while White students were sent to the office for misbehaviors like smoking, obscene language, and vandalism, Black students were sent to the office on more subjective charges. For instance, teachers cited such reasons as disrespect, excessive noise, and loitering. Such conclusive findings indicate that large disparities occur within classrooms that can be attributed to racial influences.

From a large, nationally representative study, both race and gender were examined as factors that could affect student-teacher interactions (Dee, 2005). The study used data from the National Education Longitudinal Study of 1988, which includes a sample of over 24,000 eighth graders and 21,000 completed teacher surveys. The teacher surveys asked questions relating to how disruptive teachers found students to be, how consistently inattentive students were, and how often students completed homework. The final data set used in the present study consisted of over 42,000 participants since the sample was compiled using different pairings of teachers and students. The pairings were designated based on the race and gender of student and teacher such that a teacher might match a student in these characteristics or the teacher might represent dissimilarities to the student in race and/or gender. Dee (2005) assessed whether teacher perceptions of the student's classroom behavior changed in accordance with the variance. The results revealed that having a teacher who does not share a student's racial or gender designation significantly increases the odds of the student being seen as inattentive and the odds of rarely completing homework (Dee, 2005). Additionally, Dee (2005) discovered that female and minority students are most likely to be seen as inattentive by other race or

other gender teachers. Such findings bolster the assumption that teachers treat and perceive of students differently according to race and gender of the pupil as well as a teacher's own race and gender. Studies examining the impact of these factors in relation to bullying need additional exploration.

In 2008, Ismail Aydogan's Turkish study involved asking 896 high school students to identify whether they saw differences in terms of teacher treatment based on diverse individual factors. Pupils of both genders reported that unequal treatment occurred. Students believed that those whose parents were friends or relatives with the teacher, had wealth, held similar political views, or were physically attractive were favored by the teachers. They also maintained that gender partially affected teacher behaviors. The female students believed that teachers take students' gender into account when overseeing punishment or when rules were broken.

Likewise, in an effort to distinguish which students teachers send to school counselors, Adams, Benschhoff, and Harrington (2007) looked at referral differences based on race, gender, and family structure of students. Adams and her colleagues used the National Educational Longitudinal Study yielding a large and therefore representative sample size of over 26, 000 African American and European American students. The data provided participants' family structure type, gender, and race allowing compare referral rates based on these factors. They concluded that when students were African American, male, or living in a disrupted household they more often received referrals to the school counselor. Such studies reveal that disparities within classrooms occur and that factors such as race and/or gender play a part in a teacher's decision making process.

Findings like these prompt questions regarding what else race and gender might affect within the school system.

In terms of bullying outcomes, Kochenderfer-Ladd and Pelletier (2008) researched teachers' beliefs about bullying and found variance in that teachers view peer victimization as more normative among boys versus girls. At the same time teachers also advocated independent coping more frequently for boys than girls. Gender also played a small but significant difference in a study by Boulton (1997), who asked 138 teachers about their views on bullying, their self-efficacy beliefs, and their attitudes towards bullies and victim. The study looked at differences between males and females and reported that female teachers expressed more negative feelings toward bullying than males. These studies indicate that gender plays a prominent role in teacher assessment regarding bullying and implies that research should further evaluate the role of gender.

Summary

The review of the literature found that teachers are likely to enforce certain common interventions when bullying occurs on campus. However, not all interventions have proven successful nor has research revealed that the interventions occur with consistency. Lack of success prompts questions regarding what influencing factors affect the types of interventions teachers choose. Certain teacher characteristics play a part in determining if an intervention occurs and if the teacher involvement proves useful. However, it remains unclear what other teacher' characteristics influence behavior. Additionally, a wealth of studies show that student' traits impact teacher' behavior, specifically in terms of a pupil's race and gender. No studies have specifically looked at

the interaction of teacher and student' race and/or gender and what kind of impact those have on one another in regards to teacher response to bullying.

METHODOLOGY

Deviation of General Research Hypotheses and Specific Research Hypotheses

A large variety of research has looked at the role and impact of teachers when it comes to school bullying. However, few studies have examined the myriad of influential factors that affect teachers' interactions in situations of victimization prompting the current research. Chapter two outlines the importance of looking at two specific variables that have been previously overlooked: race and gender of teacher and student. These variables, when considered, will provide deeper understanding of bullying outcomes and may serve to benefit school counselors who, when aptly informed, might better consult their fellow colleagues.

One may assume that race and gender of both student and teacher play a larger role in bullying circumstances than previously realized. The review of the literature leads one to believe teachers act differently based upon a student's race and gender. Additionally, the literature reveals that female teachers tend to maintain a different viewpoint regarding bullying that could affect their interactions in bullying scenarios.

Therefore the following general and specific research hypotheses were generated:

General Research Hypothesis 1: There is a significant difference in teacher responses to video vignettes of bullying by race and gender of teacher and involved students.

Specific Research Hypothesis 1: When the gender of the teacher is the same as that of the student the responses will differ significantly compared to when the gender of the teacher and student is different.

Specific Research Hypothesis 2: When the race of the teacher is the same as that of the student the responses will differ significantly compared to when the race of the teacher and student is different.

Specific Research Hypothesis 3: When both the race and gender of the teacher is the same as the student the responses will differ significantly compared to when the race and gender of teacher and student is different.

General Research Hypothesis 2: There is a significant difference in teacher responses to video vignettes of bullying by teachers' individual characteristics (race or gender) and by students' individual characteristics (race or gender).

Specific Research Hypothesis 4: When comparing by teacher gender, male and female responses will differ significantly.

Specific Research Hypothesis 5: When comparing by teacher race, White and non-White' responses will differ significantly.

Specific Research Hypothesis 6: When comparing by student gender, teachers' responses will differ significantly.

Specific Research Hypothesis 7: When comparing by student gender, teachers' responses will differ significantly.

The dependent variables in this study are the open-ended responses to the vignettes provided by the participants. The independent variables in this study are race (White vs. non-White) and gender of students and teachers. An alpha level of .05 was used to evaluate the data set and the statistical tests used were two tailed because the hypotheses were created as exploratory and non-directional in nature.

Participants

The sample consisted of 236 respondents. However, 17 failed to provide information regarding gender; therefore, when comparing data for gender the final sample consisted of 220 participants, 183 (83.2%) female and 37 (16.8%) male. The full 236 participants provided information concerning race/ethnicity allowing us to use the full sample when comparing race. The majority of the participants were White, (n= 196), accounting for 82.7% of the sample, while 16.9% (n = 40) of participants were classified as non-White. The non-White groups were collapsed because there were very few participants in each non-White group. Forty-four of the participants ranged in age younger than 25, 63 ranged from 26-35, 34 ranged from the age of 46-55, 26 said they were between 56-65, and finally six responded that they were 65 years or older. The sample, albeit small, proved representative in that the demographics were similar to those found in the majority of US schools. As seen in 2004, statistics revealed that 71% of teachers were female, 82.7% were White, and 17.3% of a schools' staff population was made up of minorities with 8.4% non-Hispanic Black, 5.5% Hispanic, 2.9% Asian Americans, and .5 % American Indian and Alaskan Native (*Employed Civilians by Occupation, Sex, Race, and Hispanic Origin, 2004*).

Procedure

Kindergarten through twelfth grade teachers were recruited throughout the United States. Teacher associations were contacted and asked if they would assist in inviting participants. The associations who agreed publicized the study in a variety of ways including listserv postings, announcements on websites, etc. Additionally a link was

placed on the *Teacher's* website, an online site associated with publication for teachers. The principal investigators also recruited teachers who were graduate students in their respective universities. Approval was obtained by the Institutional Review Board at the beginning of the process.

The approach was modeled on previous work by Yoon and Kerber (2004) and Bauman and Del Rio (2006), in which participants provided open-ended narrative responses to the prompt “What would you do if you observed this incident?” with three spaces, one for the response to the bullying, another for the victim, and the third for the bystander. The study was designed because verbal vignettes (gender neutral) allow each participant to form and then respond to their individual mental image of the incident. The use of streaming video presented all respondents with the same stimulus incident, although the gender and race of the students varied.

Participants each saw streaming video of three incidents of bullying in middle school embedded within the online survey. One vignette depicted relational bullying in a cafeteria, the second vignette portrayed a case of verbal bullying that occurred in a classroom, and the third vignette displayed a physical form of bullying in a school's hallway. Six versions of the videos were available (3 male and 3 female, with White, Black, and Hispanic actors); each participant saw one each of physical, verbal, and relational bullying. They were randomly presented to successive participants in which the gender and ethnicity of the students in the scenes were consistent across all three scenarios. The following combinations represent the six vignettes: White females, White males, African American females, African American males, Latina/Hispanic females, and

Latino/Hispanic males. Three videos depicting one of these six possibilities were viewed by a similar number of respondents. For example, one participant watched three videos with a White girl victim and a White girl bully in each vignette, while another watched three videos with a Latino/Hispanic boy victim and Latino/Hispanic bully, and another watched three videos with a female African American bully and a female African American victim, and so forth. After viewing each vignette the participants were asked to report what they would do in each situation. A response toward the bully was requested first and then participants described their anticipated action toward the victim. There was an additional question regarding the bystander, which is not part of the present study. Lastly, the participants were asked to provide information regarding age, race, gender, years of teaching, subject taught, and the highest degree of education received.

Measure

Because the responses were open ended, a coding scheme was devised based on Yoon and Kerber (2003) and Bauman and Del Rio (2005) to classify responses. Two trained coders did trial codings of ten random cases (coding responses to bully and to victim) which were followed by discussion of discrepancies. The discussion generated additional categories for coding. An additional ten cases (randomly selected) were coded using the expanded categories, and coders discussed and clarified coding decisions until both coders were confident that the categories and procedures were clear. The coders then each coded the same 50 cases (randomly selected from the dataset) and inter-reliability was calculated and found to be above .90. The remainder of the coding was divided among the two raters. The survey (without the video vignettes) can be found in

Appendix A. The coding scheme for bullies can be found in Appendix B and the coding and the coding scheme for victims can be found in Appendix C.

Analyses

As an effort to more efficiently compare differences in teacher responses to the vignettes, the codes were further combined into categories based on conceptual similarity. The categories and their component codes for bullies are seen in table 1. The categories and their component codes for victims are seen in table 2.

In the analysis, I first examined categories, and then the responses were analyzed by individual codes. A total number of responses was calculated for each vignette: one for the bully and one for the victim. This variable is called Repertoire because it reflected the number of different strategies a participant mentioned. A Total score for each code was calculated, which equals the sum of the participants' responses for that code across the three vignettes. The Total reflects the participant's tendency to use that strategy across the three types of bullying incidents. In a similar manner, a combined score for each intervention category indicates the total number of times that the respondent mentioned a response in that category across all the three vignettes: one for bully and one for victim-tests were used to compare responses by gender and race (White vs. non-White). The vignettes (relational, verbal, and physical) were analyzed separately as well such that a participant's responses might indicate differences within a particular type of bullying. The analyses involved the use of SPSS (version 17.0) and the running of *t* tests. Specifically *t* tests were used to decipher whether there were differences in teacher response to bullying when teacher gender matched student gender and when teacher

race/ethnicity status (White or non-White) matched the student status. They were also used to assess if differences existed when race/ethnicity of student and teacher were dissimilar and when race/ethnicity of student and teacher were the same. Lastly *t* tests were used to determine if differences existed when both race and gender of student and teacher were the same and when race/ethnicity and gender of student and teacher were different.

Summary

A sample of 236 respondents answered questions regarding what they would do in terms of three separate cases of bullying. The participants were K-12 teachers that were recruited via teacher associations, a website that targets teachers, and at college campuses. Six different race and gender combinations made up the bully and victims within the varied vignettes. The gender and race of the students within each of the three videos matched for each respondent and each combination was viewed by a consistent number of viewers. To measure the responses, repeated trial codings and expansion of categories occurred until the two coders reached a rate of inter-reliability that was above .90.

Table 1

Bully Codes and Categories

Ignore	Discipline	Include Victim/Class	Develop pro-social skills	Involve Adult Resources
Do nothing	Indicate the behavior is intolerable	Peer mediation	Teach pro-social skills to bully	Refer to school counselor
	Punish	Review rules with class		Contact parents of bully
	Send to authority (principal)	Teach lesson to class		

Table 2

Victim Codes and Categories

Ignore/Dismiss	Involve Peers/Class	Involve Adults	Teach Victim Skills	Reprimand Victim	Work with Victim
Do nothing	Peer mediation	Refer to school counselor	Teach pro-social skills to victim	Reprimand Victim	Comfort, affirm, encourage
Advise victim to just "be tough"	Review rules with class	Contact victim's parents		Report Victim to Authority	Inquire, investigate
	Find peer support for victim	Involve teachers and staff			Talk with victim
					Teacher apologizes for bully, assists victim

RESULTS

Because this is the first study to investigate differences in teacher responses by teacher and student race and gender, a large number of comparisons were conducted. Due to the exploratory nature of the study, adjustments for repeated analyses were not made, in order to avoid making Type II errors in such initial research. A series of analyses examined differences on several independent variables. Due to the large number of comparisons within the current study, mainly the findings that were found as significant are given.

Differences by Gender

When looking at mean differences by gender, an independent *t* test was conducted that compared teacher reactions to bullying by gender of teacher. There were significant differences for the codes “find peer support for victim” and “talk with victim”. These were both Total scores, indicating a teacher’s use of the action across all three scenarios that he or she saw. Females were significantly more likely to employ these interventions than males. A difference between males and females was also found for the relational vignettes in that females reported that they would “work with groups” significantly more than males. “Working with groups” includes the bully category named “include victim/class” (involving other students or the entire class in the response) and the category for victim named “involved peers/class (involving a group of peers or the entire class in the response)”. Means (*M*), standard deviations (*SD*), *t* scores (*t*), *p* values (*p*), degrees of freedom (*df*), and effect size (η^2) for each variable are presented in Table 3.

Table 3

Differences in responses to bullying by teacher gender

Response	Gender	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>df</i>	η^2
Total Find Peer Support for Victim	Male	-3.84	0.0005	0.0811	0.28	94.20	*0.08
	Female			0.1803	0.50		
Total Talk with Victim	Male	-2.27	0.03	0.0811	0.28	87.06	0.03
	Female			0.1803	0.50		
Involve Peers/Class (victim, relational)	Male	-2.02	0.01	0.036	0.10	59.97	0.04
	Female			0.0874	0.15		

Note. * Medium Effect Size. Partial eta-squared, (η^2_p) was used as a measure of effect size for each independent *t* test. Effect sizes ranged from .02, which is considered small, to .10, which is considered medium (Cohen, 1988).

An independent *t* test was also used to assess whether there were differences by similarity of student and teacher gender. The responses for Total “reprimand victim”, “involve other adults” (verbal), “reprimand victim” (verbal), and Total “no intervention or dismissive of victim” all produced significant results. When the gender of teacher and student were the same, the teacher was significantly more likely to reprimand the victim. When the gender of student and teacher was not the same the teacher was more likely to involve other adults in verbal bullying, or to ignore or dismiss the victim in every type of bullying (relational, verbal, or physical). Means (*M*), standard

deviations (*SD*), *t* scores (*t*), *p* values (*p*), degrees of freedom (*df*), and effect size (η^2) for each variable are presented in Table 4.

Table 4

Differences in responses to bullying by teacher-student gender similarity

Response	Gender	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>df</i>	η^2
Total Reprimand Victim	Matched	-2.10	0.04	0.1402	0.37	124.26	0.03
	Not Matched			0.0442	0.21		
Involve Other Adults (verbal)	Matched	2.00	0.05	0.0123	0.08	115.92	0.02
	Not Matched			0.0506	0.15		
Reprimand Victim (verbal)	Matched	-2.02	0.05	0.0607	0.16	134.53	0.02
	Not Matched			0.0221	0.10		
Total No Intervention or Dismissive of Victim	Matched	1.99	0.05	0.0824	0.32	167.39	0.02
	Not Matched			0.1667	0.46		

Note. Partial eta-squared, (η^2_p) was used as a measure of effect size for each independent *t* test. Effect sizes ranged from .02, which is considered small, to .10, which is considered medium (Cohen, 1988).

Differences by Race

Similar to examination by gender, when determining differences in terms of racial or ethnic status, an independent *t* test was conducted that compared teacher reactions to bullying based on race of teacher. As previously noted, the categories for racial/ethnic status were collapsed into White or non-White. The only significant difference found by teachers' racial status can be seen in Figure 1. Whites were more likely than non-Whites to ignore or be dismissive toward victims across all three vignettes.

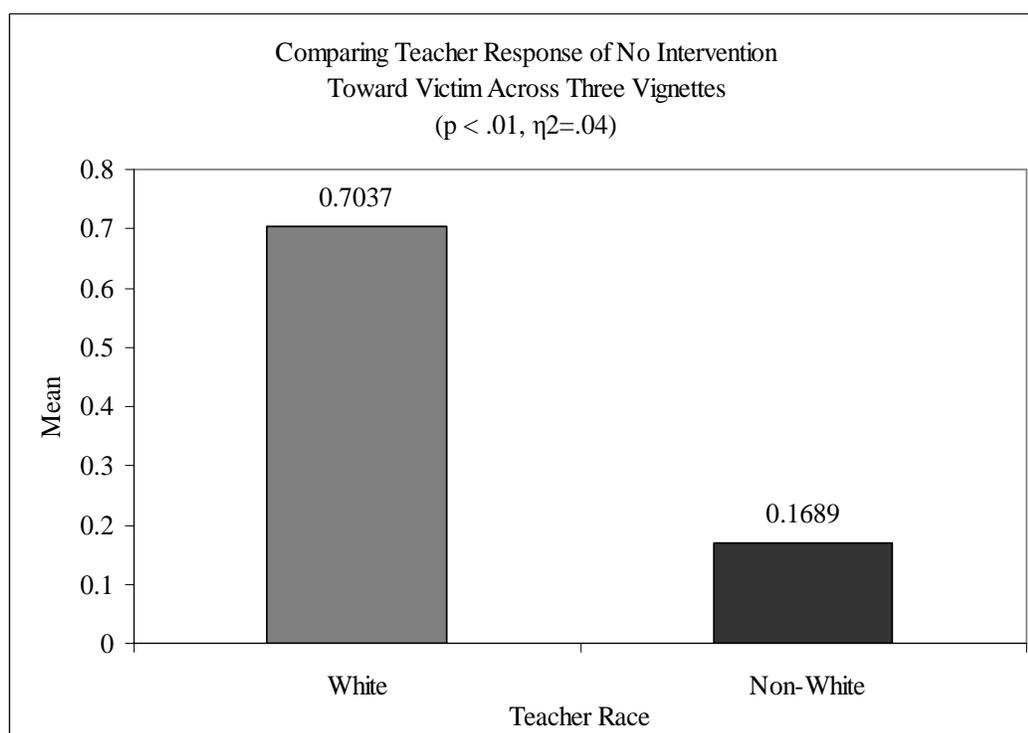


Figure 1. Comparing Teacher Response of No Intervention Toward Victim Across Three Vignettes.

Significant differences were found across all three vignettes in the independent *t* tests analyses used to compare responses to bullying by similarity of racial/ethnic statuses of teacher and student. Responses to victims were statistically significant more often

than responses to bully. The following codes or categories are responses to the victim that were significantly different: “Repertoire for vignette three” (physical), “total comfort”, “work with victim” (relational), “no intervention or dismissive” (relational), “no intervention or dismissive” (verbal), and “involve other adults” (verbal). “Help develop pro-social skills” (verbal) was the only response targeted toward bullies that revealed significant differences. When minority status of teacher and student was dissimilar the teacher was more likely to ignore or dismiss the victim or involve other adults. When teacher and student status matched, the teacher was more likely to use a larger array of approaches, to comfort, and to work with the victim. Finally, teachers were more likely to help bullies develop prosocial skills if his or her racial status matched the student’s. Means (M), standard deviations (SD), t scores (t), p values (p), degrees of freedom (df), and effect size (η^2) for each variable are presented in Table 5.

Table 5

Differences in responses to bullying by similarity of minority status

Race/Ethnicity	Response	t	p	M	SD	df	η^2
Repertoire for Vignette Three Victim (physical)	Matched	-2.25	0.03	1.3906	0.73	123.58	0.03
	Not Matched			1.1402	0.67		
Total Comfort Victim	Matched	-3.12	0.002	1.6875	1.05	169.00	0.05
	Not Matched			1.2056	0.93		

table continues

Race/Ethnicity	Response	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>df</i>	η^2
Help Bully Develop Pro-social Skills (verbal)	Matched	-2.88	0.05	0.16	0.37	72.02	0.04
	Not Matched			0.02	0.14		
Work with Victim (relational)	Matched	-2.10	0.037	0.168	0.13	145.73	0.03
	Not Matched			0.1238	0.14		
No Intervention or Dismissive of Victim (relational)	Matched	2.35	0.02	0.0234	0.11	168.99	0.03
	Not Matched			0.0748	0.17		
No Intervention of Dismissive of Victim (verbal)	Matched	2.35	0.02	0.0234	0.11	168.99	0.03
	Not Matched			0.0748	0.17		
Involve Other Adults Victim (verbal)	Matched	2.03	0.05	0	0.00	106.00	0.02
	Not Matched			0.0125	0.06		

Note. Partial eta-squared, (η^2_p) was used as a measure of effect size for each independent *t* test. Effect sizes ranged from .02, which is considered small, to .10, which is considered medium (Cohen, 1988).

Differences by race and gender

When comparing teacher reactions to bullying by both racial and gender status of teacher and student significant findings again mostly appeared in responses toward victims. When gender and race of student and teacher were different, the teacher was more likely to “not intervene or dismiss the victim” in all three bullying circumstances and to “involve other adults” when responding to victims in the relational bullying scenes. Conversely, when gender and race matched then the teacher was more likely to use a wider variety of responses (Repertoire) with the victim, specifically in the physical vignette. Teachers did respond equally to bullies and victims in that, when teacher and student were dissimilar in race and gender, teachers were significantly more likely to not intervene or to dismiss the victim or the bully in the verbal vignette. Means (*M*), standard deviations (*SD*), *t* scores (*t*), *p* values (*p*), degrees of freedom (*df*), and effect size (η^2) for each variable are presented in Table 4.

Table 6

Differences in responses to bullying by racial and gender similarity of teacher-student

Race/Gender	Response	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>df</i>	η^2
No Intervention or Dismissive of Victim (relational)	Matched	4.26	0.0005	0	0.00	128.00	*0.1
	Not Matched			0.62	0.17		

table continues

Race/Gender	Response	<i>t</i>	<i>p</i>	<i>M</i>	<i>SD</i>	<i>df</i>	η^2
Involve Other Adults Victim (relational)	Matched	3.28	0.001	0	0.00	128.00	*0.06
	Not Matched			0.0258	0.09		
Total no intervention Victim	Matched	2.58	0.01	0.0294	0.17	139.24	0.04
	Not Matched			0.155	0.44		
Involve Other Adults (verbal)	Matched	2.92	0.004	0	0.00	19.00	0.05
	Not Matched			0.0333	0.13		
Repertoire for Vignette Three Victim (physical)	Matched	-2.26	0.03	1.4706	0.79	43.39	0.03
	Not Matched			1.1395	0.65		

Note. * Medium Effect Size. Partial eta-squared, (η^2_p) was used as a measure of effect size for each independent *t* test. Effect sizes ranged from .02, which is considered small, to .10, which is considered medium (Cohen, 1988).

Individual Characteristics of Students

No significant findings were discovered when comparing differences in teacher responses by traits of students. Comparisons by pupil gender, pupil race, or pupil race and gender did not alter teacher responses to the bullying vignettes in any manner of significance.

Summary

This was the first analysis that examined teachers' responses to bullying in regards to race and gender of both teacher and student. Because of this, a large numbers of comparisons were made; therefore mainly significant findings (those with small to medium effect sizes) were discussed. Female teachers were significantly more likely to help victims than males; they talked to the victim, found peer support, and involved other children more. The only significant difference found between White and non-White teachers was that White teachers were more likely to be dismissive or not intervene on behalf of the victim. When gender, race, or gender and race of teacher and student were dissimilar, teachers were more likely to dismiss or not intervene for the victim and teachers were more likely to seek out other adult resources. When race of student and teacher were the same, the rate of comforting victims was higher, the teacher was more likely to help the bully develop pro-social skills, and in relational bullying situations the teacher was more likely to work with the victim.

DISCUSSION

Summary of the Study

The current study evaluated differences in teachers' responses to three types of bullying: relational, verbal, and physical. This study specifically examined how race and gender of teacher and student affected teachers' behavior toward both bully and victim.

Statement of the Problem

Although bullying continues to receive much attention in both popular media and scholarly journals, few empirical studies have looked at what kinds of factors influence teachers' reactions, interventions, or choice to dismiss bullying. It is imperative that research continues to uncover what types of factors influence teachers' choices in this manner. Gender and race are two obvious, yet often overlooked, human characteristics that have been found to affect classroom interactions. Looking at these possible contributors to teacher' reactions can help highlight what teachers as well as counselors can do to effectively implement bullying prevention/intervention programs in schools across the country. Acknowledging that gender and race might play a role in teacher responses to bullying may expose any implicit biases that require attention in training teachers and school counselors.

Statement of the Procedure

First, K-12 teachers were recruited through teacher associations or through the principal investigators graduate colleges. Then, teachers accessed online video vignettes that depicted three types of bullying: relational, verbal, and physical. The actors in the videos varied by race and gender such that one set of three vignettes would have students

who were of one gender and race (male and Hispanic) while another set of three vignettes would have students of another gender and race (female and White). Each teacher saw three videos in which the gender and race of the students remained constant. After watching each instance of bullying the teachers were prompted to provide an open-ended response to the question “What would you do if you observed this incident?”. The teachers were asked to provide feedback regarding what they would do toward the bully, the victim, and the bystanders.

A modified coding scheme, devised based upon Yoon and Kerber (2003) and Bauman and Del Rio (2005) was used to classify responses. Two trained coders conducted repeated random codings until the inter-reliability was calculated and found to be above .90. The coding was completed after dividing the final responses among the two raters.

When analyzing the responses, categories were developed that incorporate codes with similar concepts. Then, a large number of independent t tests were used to compare responses using the individual codes and the categories. Because the sample size was small and this was the first type of research in this specific area no adjustments for repeated analyses occurred. I hoped that not correcting for the repeated analyses would help in avoiding Type II errors.

Review of Findings

Teacher responses to the bullying vignettes varied based upon race, gender, or race and gender of both student and teacher. Female teachers exhibited more care for the victim than males; they noted with greater frequency using interventions that involved

personally talking with the victim or finding peers for the victim to talk to or sit near. Female teachers also indicated that they would work with groups of students to resolve the peer victimization problems more often than males. No other differences were found when comparing by teacher gender (either categorically or within the codes).

Comparisons by gender revealed that when the gender of the student and teacher are the same then teachers, no matter whether male or female, were more likely to reprimand the victim. When the gender varied between student and teacher then teachers were more likely to note that they would access the help of other adults. They were more likely to employ techniques that involve contacting parents or involving counselors for both the bullies and victims. They were also more likely to involve teachers and staff in the case of the victim. Additionally, when the race and gender of the teacher were different the teachers were more likely to ignore or dismiss the victim. There were no other significant findings when comparing by gender status.

Those who identified as White indicated that they would ignore or dismiss the victim more frequently than those who identified as a minority. This was the only difference found when comparing teacher responses by racial identification of teacher.

When the race of the student was different than the teacher's race, teachers reported that they would ignore or dismiss the victim significantly more than when the race of the student matched their race. It should be noted that this finding pertained to relational and verbal incidents of bullying and not to physical. When watching the verbal vignettes teachers also commented that they would seek out and involve other adults when student(s) racial designation was dissimilar to their own. When the racial/ethnic

status of teacher and student was the same, teachers noted they would comfort, affirm, or encourage the victim more than if their racial statuses were different. Additionally, when the same, teachers noted working with the victim more; this involves interventions such as questioning or inquiring about the situation, simply talking with the victim, apologizing to the victim for the actions of the bully, and comforting the victim. Lastly, when the race was the same, teachers noted a broader use of all the types of interventions; specifically in regards to aiding the victim in physical bullying circumstances. Regarding actions toward the bully the only significant finding was noted when a teacher's racial status matched the student's; in this occurrence teachers revealed they were more willing to help the bully develop pro-social skills.

Teachers reported a very similar use of interventions when comparing gender and race separately as to when race and gender were compared at the same time. For instance, when both gender and race of teacher and student were the same, teachers indicated using a wider repertoire of intervention strategies for the victim if the scenario was of a physical nature. Plus, just as seen when either race or gender differed, when both differed, teachers said they would not intervene on behalf of the victim or they would choose to ask other adults to serve as sources of referral (this applied only to relational circumstances). When race and gender both differed teachers also noted their greater likelihood of not intervening or dismissing both victim and bully if the circumstance involved verbal bullying.

Surprisingly, no significant differences were found when comparing teacher responses by student characteristics alone. Students' race, gender, or race and gender

together did not alter teacher responses to bullying in a way that implied racial or gender bias.

Implications

Although few significant differences emerged, those that did, were consistent across each variable. When looking at gender differences for example, females revealed a stronger inclination toward caring for victims than males across all three vignettes. It could be speculated that females show this type of care due to gender socialization. Females are usually taught and encouraged to act differently than their male counterparts. Boys and girls receive distinct treatment starting in childhood when parents purchase different kinds of toys and varied colored clothing according to their child's gender (Pomerleau, Bolduc, Malcuit, & Cossette, 1990). Children understand from a young age that dissimilar expectations fall to boys and girls as parents interact with their children differently based upon gender (McHale, Crouter, & Whiteman, 2001). Females are encouraged to act more nurturing, more overtly affectionate, more social, and more empathic while males are discouraged from displaying feelings of emotionality, unless the sentiment expressed is one more fitting of boys; i.e. aggression or feelings of competition (Casey & Fuller 1994; Chaplin, Cole, & Zahn-Waxler, 2005; Martin & Ross 2005).

It could be that female teachers feel more comfortable showing sympathy and compassion toward the victims because they were taught that these outward behaviors were socially acceptable due to their gender. Plus, it could be that females react in this manner because they are modeling after other females or perhaps they received

instruction on how to properly display kindness and understanding. Males, on the other hand, cannot as easily express their care or concern because they feel less able to (they were never provided modeling) and/or because they feel that it is less socially appropriate. Moreover, perhaps male teachers believe that victims can cope just as adequately without having received outward signs of affection from teachers. Indeed males may believe that other, less emotional, tactics will make students feel more comfortable. If males feel too vulnerable or uncomfortable expressing themselves in a certain way, they may believe that victims, too, will feel uncomfortable with such intervention styles (Good, Dell, & Mintz, 1989). Since it was not found that males employ all tactics with lesser frequency it could not be suggested that males care less or are less prepared to intercede in bullying situations, but rather it could be asserted that their way of caring is communicated in other ways.

Whether comparing by race alone, gender alone, or by both race and gender the findings all point to teachers' inclinations and degree of comfort toward bully and victim. For example, when race and gender differed, teachers seemed to feel less able to assist the victim and therefore were more likely to ignore the incident or look to other adults for help. Yet, when race and gender were the same, teachers felt more able to comfort the victims and provide social help. Perhaps knowing how to care or intervene on behalf of the victim is more difficult for all teachers because trainings have not adequately discussed the victim's role or needs. On the other hand, when the gender or race of the student is the same as the teacher perhaps teachers feel somewhat more prepared to handle the situation because they can self-reflect and think about what they might favor.

After acknowledging one's own preference teachers might believe that because of the similarity in race, gender, or both the victim also feels that way. This might empower the teacher who then reacts in a manner of confidence and care.

However, when race and/or gender are dissimilar the teacher feels less knowledgeable and less prepared to react to the victim and therefore chooses tactics that allow him or her to pass the victim to someone else, or he or she chooses to bypass the victim by simply dismissing the victim all together. Another plausible explanation is that teachers who identify with the victim feel more empathic toward them. Perhaps the mutuality of their race and/gender compels the teacher to feel more strongly about outwardly protecting or caring for the victim.

Interestingly, when the gender of student and teacher were the same the teacher also seemed more comfortable reprimanding or scolding the victim. Perhaps, this too, reveals a subtle belief of teachers: the victim should act as the teacher would act in the same situation. It appears that teachers feel more able to chide the victim because the pupil shares a very important similarity to the teacher; it becomes more acceptable to handle the victim in this somewhat unexpected manner due to gender commonality. If a teacher thinks the victim is "asking for" or deserving the treatment he or she could feel embarrassed for the student and as a fellow man or woman might truly think this approach of admonishment will best serve the victim. This idea is similar to the above assertion that when teachers feel a connection to the student they are more able to express themselves toward the victim.

Many of the significant findings pertained to one or two types of the bullying and not to the other(s). For example, when race of teacher and students were dissimilar the differences found in response to the victim (dismissing or asking other adults for help) were only seen in the verbal and relational vignettes. In contrast, when race alone or when race and gender of student and teacher were the same the significant findings were found for the physical incidents of bullying (as teachers actually used a wider array of responses toward the victim). These findings might speak more to the nature of the incident rather than any racial or gender differences. It has been seen that overt aggression or physical bullying is viewed as more serious than verbal or social types of bullying (Bauman & Del Rio, 2006; Yoon & Kerber, 2003). Teachers react with more urgency toward overt bullying because it is easier to see. Plus, teachers might feel more comfortable upholding rules emphasized in schools that discourage violence of any kind (such as no tolerance policies). Furthermore, it could be argued that teachers are compelled to protect a student from physical harm faster than from emotional or verbal injury because of how the bullying types manifest themselves. Physical danger is immediately apparent whereas impending negative consequences from relational bullying are not usually as evident in the instance of bullying.

The only difference between White and non-White responses indicates that White individuals feel less confident or less able to assist victims. It is also possible that minorities believe in approaching and intervening on behalf of the victim more than White individuals. Non-White participants might see the benefit of proactively responding and aiding the victim, while White participants see a lesser need to involve

the victim at all. With such a small sample of non-White participants it is difficult to determine if this finding would be consistent in future research.

Contrary to expectations, no significant differences emerged when looking at the impact of students' characteristics. The most likely explanation for the lack of findings is that I had too small a sample size that included very few minorities. Although the sample closely mirrors that which someone would encounter within a school (mostly White women), a lack of input from minorities may have prevented further findings. Additionally, because participants only saw vignettes with one race and gender across all three situations, it was impossible to compare individual participant' responses. Evaluating within group responses might engender more significant findings. On the other hand, the good news is that teachers in this study did not treat students differently based on race or gender. Perhaps teachers consciously recognize the need to treat students equally and implement their beliefs in practice.

This study found little to no differences in treatment when looking at teacher reactions to the *bully*. Perhaps the recent focus on bullying and its negative effects has made teachers focus on interventions the bullies need to receive. It could be speculated that teachers react in similar ways to bullies because they have been taught how to deal with the one victimizing others and as asserted earlier, lack confidence or knowledge when it comes to dealing with the victim inhibits their responses to the one being victimized.

For teachers and counselors these findings indicate the need for greater training and understanding regarding bullying and gender and racial influences.

Recommendations for Future Research

Although this study discovered several significant findings future research should explore racial and gender influences further. Since nothing of statistical significance appeared when examining differences in responses by race, gender, or race and gender of the students individually, future research should continue to examine this issue. Future research should incorporate a larger number of minorities within the study. This “overrepresentation” would help distinguish between White and non-White reactions to bullying. Furthermore, potential studies should create vignettes that vary in race and/or gender; therefore, comparisons could be made across individual teacher responses. For example, if teachers viewed African American students in one scene, Latino students in the second, and White students in that last scene, this could serve to highlight true differences in treatment based on a student’s race. Similarly a student’s gender could vary across the three scenarios.

Further research could also examine the role of administrative beliefs in response to bullying. If administrators encourage multicultural educational practices and promote gender equality it could be possible for teachers to behave differently in regards to bullying.

It would also be interesting to look at whether school counselors, who are often looked to as school leaders, are influenced by student race and/or gender. Previous research reveals that school counselors act similarly to teachers when responding to incidents of bullying (Jacobsen & Bauman, 2008). If school counselors’ reactions mirror the teachers’ reactions to bullying detected in this study it would be absolutely essential

that the counselors received training and consulting quickly. With counselors' role within a school to promote multicultural awareness and with their responsibility to advocate equally on students' behalf it is imperative that racial and/or gender biases are uncovered and addressed. The American School Counseling Association posits that "Professional school counselors ... create a school and community climate that embraces cultural diversity and helps to remove barriers that impede student success" (ASCA position statements, 2009, p. 16). Teachers should feel comfortable sending students to the school counselor, especially because school counselors are often utilized as an alternative to punishment. Teachers will feel more comfortable referring students if they feel confident in the counselor's abilities and judgment.

Lastly, research could examine if different approaches and interventions are more effective with students of different races and/or genders. Previous research performed by Glover and his colleagues (2000) did reveal gender differences in preference to interventions in that girls favored counseling and anti-bullying contract policies more than boys who seemed to depend more on sanctions. Furthermore, perhaps students prefer a certain type of comforting because of cultural or familial values. Although research needs to first continue evaluating effective interventions for bullying situations generally, with time, individual characteristics of students should more thoroughly be considered in regards to what is appropriate and what will prove successful.

Summary and Conclusions

The purpose of the current study was to examine what kind of influence, if any, race, gender, or race and gender of teacher and student have on teachers' reactions to

bullying. The results indicate that differences do exist based upon these factors and support the contention that teachers treat students differently if his or her race and/or gender matches the student's. From the large number of analyses performed, commonalities were discovered. Responses to victims revealed that when racial and gender status of teacher and student were different teachers were more likely to dismiss the victim or seek outside adult assistance. If the racial and gender status of teacher and student were the same the teacher was more likely to comfort the victim and help the bully develop prosocial skills. White participants indicated a greater likelihood than non-Whites to dismiss or not intervene on behalf of the victim. Lastly, no differences in teacher responses were found when comparing by students' race, gender, or race and gender.

Teachers and counselors alike can use this information to better inform practice. Teachers can begin by considering personal feelings regarding their own race and gender and how that affects their daily interactions with students. Additionally, teachers should evaluate how the race and gender of their students affects them professionally. Since it is often difficult for individuals to self-evaluate, counselors can play an important role in implementing change. This research indicates that when a teacher does not share the gender or racial status of his/her pupils then they will be less confident in their approaches, especially with victims, making it imperative for teachers to understand what might be inhibiting their ability to intervene effectively. Counselors can act by assessing the racial climate within their schools and assisting teachers in feeling more multi-culturally competent. Counselors are trained in diversity and multiculturalism

engendering them to be socially sensitive. School counselors are aware of special needs of students from different cultures and can recommend specific teaching strategies and interventions for bullying that might work with individual students. Bullying prevention and intervention will continue to be less effective than needed if teachers are not receiving training regarding how to implement programs and how to respond appropriately.

APPENDIX A: BULLYING SURVEY

Greetings:

Thank you for your interest in this important research about school bullying. The questionnaire you are about to complete asks questions about three vignettes you will view, as well as some general questions about bullying, and information about yourself.

As a reminder,

Your participation in this study is completely voluntary and you may withdraw from the study at any time. If you choose to participate, your questionnaire will be **anonymous**.

Data submitted for this study will be anonymous and housed on a secure server at the principal investigator's university. The identity of the person completing the survey cannot be determined. As the principal investigators, we are the only persons who will have access to the data you provide.

When you enter the password, you will be asked to read a disclaimer statement, after which you will be directed to the questionnaire.

We sincerely appreciate your cooperation.

Sheri Bauman, Ph.D. University of Arizona

Jina Yoon, Ph.D., Wayne State University

Password:

Teachers' Thoughts about Bullying

You are being invited to take part in a research study. The information on this page is provided to help you decide whether or not to take part. Study personnel will be available to answer your questions and provide additional information. If you decide to take part in the study, you will click on "Take the survey" at the bottom of this page to indicate your consent.

What is the purpose of this research study? The purpose of this survey is to learn about how teachers respond to actual incidents of school bullying. This will help us prepare more effective training for teachers and pre-service teachers.

Why are you being asked to participate? You are being invited because you are a teacher or pre-service teacher. Participants must be at least 18 years of age.

How many people will be asked to participate in this study? Approximately 2,000 or more teachers will be asked to participate in this study.

What will happen during this study? You will take an online survey about school bullying. The survey will include short video clips of incidents of school bullying. You will be asked to respond to questions about the videos.

How long will I be in this study? About 15 minutes will be needed to complete this study.

Are there any risks to me? The things that you will be doing have minimal risk. Although we have tried to avoid risks, you may feel that some questions [or procedures] we ask you to do may be stressful or upsetting. If this occurs you can stop participating immediately.

Are there any benefits to me? You will not receive any direct benefit from taking part in this study. However, we hope the findings will impact teacher training and ultimately reduce school bullying.

Will there be any costs to me? Aside from your time, there are no costs of taking part in the study.

Will I be paid to participate in the study? You will not be paid for your participation.

Will video or audio recordings be made of me during the study? No.

Will the information that is obtained from me be kept confidential?

No one will know that you participated in this study because you will not provide your name or the name of your school. Although the computer will record the IP address of the computer that was used to complete the survey, that information will be deleted after the researchers check for duplicate submissions. Representatives of regulatory agencies (including The University of Arizona Human Subjects Protection Program) may access study records.

Your records will be confidential. You will not be identified in any reports or publications resulting from the study.

May I change my mind about participating? Your participation in this study is voluntary. You may decide to not begin or to stop the study at any time. Your refusing to participate will have no effect on your job or your student status. You can discontinue your participation with no effect on your employment or student status.

Whom can I contact for additional information? You can obtain further information about the research or voice concerns or complaints about the research by calling the Principal Investigator Sheri Bauman, Ph.D. at (520) 626-7308. You may also contact Dr. Jina Yoon at Wayne State University, (313) 577-1427, who is collaborating in this research. If you have questions concerning your rights as a research participant, have general questions, concerns or complaints or would like to give input about the research and can't reach the research team, or want to talk to someone other than the research team, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.) If you would like to contact the Human Subjects Protection Program via the web, please visit the following website: <http://www.irb.arizona.edu/contact/>. You may also call the Chair of the Human Investigation Committee at Wayne State University (313) 577-1628.

Your Consent: By clicking on the CONTINUE TO SURVEY button below, you are indicating that you have been received sufficient information about this research and that you consent to participate.

Please [click here](#) to see a thank you message and confirm your computer is properly enabled to view the survey. If you DO NOT see the video, please contact your IT support and request the current Flash player be installed and tested on your machine.

Continue to survey

You have completed 0 of 5 pages



1. What action, if any, would you take towards the bully?

2. What action, if any, would you take towards the target (victim)?

3. What action, if any, would you take towards the bystanders (witnesses)?

4. What other actions might you take?



You have completed 3 of 5 pages



Questions:

		Totally Disagree	Sort of Disagree	Both Agree and Disagree	Sort of Agree	Totally Agree
1	Most people who get bullied ask for it.	<input type="checkbox"/>				
2	Bullying is a problem for kids.	<input type="checkbox"/>				
3	Bullies are popular.	<input type="checkbox"/>				
4	I don't like bullies.	<input type="checkbox"/>				
5	I am afraid of the bullies at my school.	<input type="checkbox"/>				
6	Bullying is good for wimpy kids.	<input type="checkbox"/>				
7	Bullies hurt kids.	<input type="checkbox"/>				
8	Bullies have a lot of friends.	<input type="checkbox"/>				
9	I can understand why someone would bully other kids.	<input type="checkbox"/>				
10	I think bullies should be punished.	<input type="checkbox"/>				
		Totally Disagree	Sort of Disagree	Both Agree and Disagree	Sort of Agree	Totally Agree
11	Bullies don't mean to hurt anybody.	<input type="checkbox"/>				
12	Bullies make kids feel bad.	<input type="checkbox"/>				
13	I feel sorry for kids who are bullied	<input type="checkbox"/>				
14	Being bullied is no big deal.	<input type="checkbox"/>				
15	I believe I must be both a teacher and a counselor to my students.	<input type="checkbox"/>				
16	My primary role is to teach students, not to attend to their feelings and emotions.	<input type="checkbox"/>				
17	I cannot teach my students effectively unless I also consider their social and emotional needs.	<input type="checkbox"/>				

18	I play an important role not only in my students' learning, but also in the way they feel about themselves and life in general.	<input type="checkbox"/>				
19	I frequently think about my students' mental health and well-being.	<input type="checkbox"/>				
20	Teachers in my school favor students of their own race.	<input type="checkbox"/>				
		Totally Disagree	Sort of Disagree	Both Agree and Disagree	Sort of Agree	Totally Agree
21	Teachers in my school joke about gay and lesbian students.	<input type="checkbox"/>				
22	Students from families that don't have much money are joked about in my school	<input type="checkbox"/>				
23	Adults in my school make jokes about race.	<input type="checkbox"/>				
24	People in my school make hurtful, rude remarks about how you look.	<input type="checkbox"/>				
25	Teachers in my school favor students of their own sex.	<input type="checkbox"/>				
26	Teachers in my school make fun of the way students talk.	<input type="checkbox"/>				
27	In my school, I often hear students saying disrespectful things.	<input type="checkbox"/>				
28	Students in my school are touched and pushed around.	<input type="checkbox"/>				
29	Staff at my school make sexual jokes.	<input type="checkbox"/>				
30	I can successfully handle the situation when one of my students gets disruptive and oppositional.	<input type="checkbox"/>				
		Totally Disagree	Sort of Disagree	Both Agree and Disagree	Sort of Agree	Totally Agree
31	I have the ability to resolve conflicts with students.	<input type="checkbox"/>				
32	I feel competent to handle a disruptive, aggressive student in my	<input type="checkbox"/>				

	classroom.					
33	I feel helpless when I attempt to manage students' noncompliant behaviors.	<input type="checkbox"/>				
34	Conflict escalates when I try to handle a student's disruptive behavior.	<input type="checkbox"/>				

[Next](#)

You have completed 4 of 5 pages



Please tell us about yourself:

1. Your Gender:	
<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
2. Your Age:	
<input type="checkbox"/>	25 and under
<input type="checkbox"/>	26-35
<input type="checkbox"/>	36-45
<input type="checkbox"/>	46-55
<input type="checkbox"/>	56-65
<input type="checkbox"/>	65+
3. Your Race:	
<input type="checkbox"/>	White
<input type="checkbox"/>	Black/African American
<input type="checkbox"/>	Latino/Hispanic
<input type="checkbox"/>	Asian American
<input type="checkbox"/>	Native American
<input type="checkbox"/>	Middle Eastern
<input type="checkbox"/>	Eastern European
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Biracial (Please specify: <input type="text"/>)
<input type="checkbox"/>	Other
4. Are you a certified teacher?	
<input type="checkbox"/>	Yes

	<input type="checkbox"/> No
5.	What is your highest degree?
	<input type="checkbox"/> B.A./B.S. <input type="checkbox"/> M.A., M.S., M.Ed. <input type="checkbox"/> Ph.D., Ed.D.
6.	Which grade at this school do you primarily teach (if applicable)?
	<input type="text"/>
7.	What subject area do you teach at this school (if applicable)?
	<input type="text"/>
8.	How many years of teaching total (if applicable)?
	<input type="text"/> years
9.	How many years of service at this school?
	<input type="text"/> years
10.	Thinking back to your own years in school, how would you categorize yourself?
	<input type="checkbox"/> Bully <input type="checkbox"/> Bully-victim (being both victimized & bullying others) <input type="checkbox"/> Victim <input type="checkbox"/> Observed bullying (bystander) <input type="checkbox"/> Not involved in bullying / did not observe bullying
11.	This space is for anything else you would like to say about school bullying or this questionnaire.



Finish

You have completed 5 of 5 pages 

Thank you for participating!

APPENDIX B: CODING SCHEME FOR BULLY

Instructions to Coders:

1. Please code the first 50 responses for bully and victim.
2. Code only actions that are directly stated; do not make inferences about the teacher's intentions.
3. Code all actions in a given response. (I would ... AND ...
4. Code only actions that are immediate. If they refer to future possibilities (if she does it again, THEN ...)

Rating scheme for what to do towards bully

Rating Description

1. No intervention

2. Peer resolution

3. Discuss rules with whole class

4. Indication of intolerable behaviors

4a. Try to understand bully's motivation

4b. Talk about the incident

4c. Require bully to make specific gestures to victim

Example

Ignoring. I would not do anything.

Have the involved students talk together about the problem, with the teacher or using peer mediation.

Have class discussions of rules with my students

Tell him it's not okay, it's against the rules, it is unacceptable, we don't act this way

try to find out why they did this, gather background

Say I would have a chat, discuss it

E.g., pick up the books, apologize

- | | |
|---|---|
| 5. Discipline students' bullying behaviors | Privileges are immediately taken away; time out; detention, etc., any kind of discipline plan or behavior plan (agreement not to continue behavior) |
| 6. Report to higher authority (principal, dean) | Send the student to the office |
| 7. Refer to school counselor | Refer to counselor for assistance. |
| 8. Involve the bully's parents | Meet with the parents to work together on a solution. |
| 9. Help the bully develop pro-social skills | Provide specific instruction to the bully on how to be a good friend, how to ask to join in a game, perspective taking, solving problems, resolving differences with others, empathy skills |
| 10. Teach skills to the class | Provide instruction to the whole class on the same skills as #9, but without singling out the bully. |
| 11. Other | Any intervention that does not fit the first 10 categories. |

APPENDIX C: CODING SCHEME FOR VICTIM

Instructions to Coders:

5. Please code the first 50 responses for bully and victim.
6. Code only actions that are directly stated; do not make inferences about the teacher's intentions.
7. Code all actions in a given response. (I would ... AND ...
8. Code only actions that are immediate. If they refer to future possibilities (if she does it again, THEN ...)

Rating scheme for what to do towards Victim*Rating Description*

1. No intervention

Example

Ignore incident; do nothing – nothing happens

2. Peer resolution

Have the bully and victim talk about their problems; meet with both students together and/ or use peer mediation.

3. Discuss with class

Discuss bullying and appropriate behavior with the class; role play as a whole group. The victim is not singled out.

4. Advocate “be tough” action

Tell victim to “suck it up” or ignore the bullying; “Don’t let them bother you,” etc.

5. Comfort, affirm, encourage victim

Console victim; emphasize victim’s positive qualities, etc., tell victim bully’s actions are not OK, talking about feelings, Asks if victim is OK, say situation will be handled or taken care of.

6. Report to higher authority

Refer victim to principal, dean

7. Refer to school counselor	Refer victim to school counselor for assistance
8. Involve the victim's parents	Work collaboratively with the victim's parents to find a solution and to help the victim resist future bullying.
9. Address victim's behaviors & skills	Instruct victim on making friends, joining in, being assertive, self-advocacy, responding to bully, etc. in a skill-building approach Promoting POSITIVE behavior
10. Find peer support for victim	Set up a mentoring relationship with a willing peer or create a support group of peers willing to befriend the victim. Assist in meeting other kids, sitting with friendlier group, etc.
11. Inquire, investigate	if it happened before, check with other teacher to see how victim was in class after incident. CHECKING, ASKING, INVESTIGATING – Asking about SITUATION or history or other details
12. Reprimand the victim	Tell the victim they should not behave in that way – Comment on NEGATIVE behavior of victim. Use negative description of victim's behavior.
13. Talk to victim	Unspecific about nature of talk Any response that does not fit the first categories.
14. Other	
15. Teacher apologizes	Teacher expresses remorse, picks up books
16. Involve teachers	Ask for staff follow-up, support, vigilance, etc.

REFERENCES

- Adams, J., Benschhoff, J., & Harrington, S. (2007). An examination of referrals to the school counselor by race, gender, and family structure. *Professional School Counseling, 10*(4), 389-398.
- American School Counseling Association (2009). *ASCA Position Statements*. Retrieved April 15, 2010 from American School Counseling website: <http://www.schoolcounselor.org/files/PositionStatements.pdf>
- Aydogan, I. (2008). Favoritism in the classroom: A Study on Turkish schools. *Journal of Instructional Psychology, 35*(2), 159-168. Retrieved from Academic Search Complete database
- Bauman, S. (2008). The role of elementary school counselors in reducing school bullying. *Elementary School Journal, 108*(5), 362-375.
- Bauman, S. & Del Rio, A. (2005). Knowledge and beliefs about bullying in schools: Comparing pre-service teachers in the United States and the United Kingdom. *School Psychology International, 26* (4), 428-442. doi:10.1177/0143034305059019
- Bauman, S. & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology, 98*(1), Feb 2006, 219-231. doi: 10.1037/0022-0663.98.1.219
- Bauman, S., & Hurley, C. (2005). Teachers' attitudes and beliefs about bullying: Two exploratory studies. *Journal of School Violence, 4*(3), 49-61. doi:10.1300/J202v04n03_05
- Rigby, K., & Bauman, S. (2010). How school personnel tackle cases of bullying: A critical examination. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds). *The handbook of bullying in schools: An international perspective* (pp. 455-462). NY: Routledge
- Beran, T. (2006) Preparing teachers to manage school bullying: The hidden curriculum. *Journal of Educational Thought, 40* (2), 119-128.
- Boulton, M.J. (1997). Teachers views on bullying: definitions, attitudes, and ability to cope. *British Journal of Educational Psychology, 67*, 223-233.
- Bowes, D., Marquis, M., Young, W., Holowaty, P., & Isaac, W. (2009). Process Evaluation of a School-Based Intervention to Increase Physical Activity and

- Reduce Bullying. *Health Promotion Practice*, 10(3), 394-401.
doi:10.1177/1524839907307886.
- Bradshaw, C.P., Sawyer, A.L., & O'Brennan, L.M. (2007) Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 36, 359-380.
- Casey, R.J & Fuller, L.L. (1994). Maternal regulation of children's emotions. *Journal of Nonverbal Behavior*, 18 (1), 57-89. doi:10.1007/BF02169079
- Casteel, C. A. (2001). Teacher-student interactions and race in integrated classrooms. *The Journal of Educational Research*, 92(2), 115-120.
- Chaplin, T. M., Cole, P.M., & Zahn-Waxler, C. (2005). Parental socialization of emotion expression: Gender differences and relations to child adjustment. *Emotion*. 5(1), 80-88. doi: 10.1037/1528-3542.5.1.80
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed). Hillsdale, NJ: Erlbaum.
- Dake, J.A., Price, J.H., Telljohann, S.K., & Funk, J.B. Teacher perceptions and practices regarding school bullying prevention. *Journal of School Health*, 73(9), 347-355.
- Doerner, J., & Demuth, S. (2010). The independent and joint effects of race/ethnicity, gender, and age on sentencing outcomes in U.S. federal courts. *JQ: Justice Quarterly*, 27(1), 1-27. doi:10.1080/07418820902926
- Dee, T.S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *American Economic Review*, 95(2), 158-165.
- Dukes, R., Stein, J., & Zane, J. (2009). Effect of relational bullying on attitudes, behavior and injury among adolescent bullies, victims and bully-victims. *Social Science Journal*, 46(4), 671-688. doi:10.1016/j.soscij.2009.05.006
- Ellis, A. A. & Shute, R. (2007). Teacher responses to bullying in relation to moral orientation and seriousness of bullying. *British Journal of Educational Psychology*, 77(3), 649-663.
- Fekkes, M., Pijpers, F.I.M., & Verloove-Vanhorick, S.P. Bullying: Who does what, when, and where? Involvement of children, teachers, and parents in bullying behavior. *Health Education Research*, 20 (1), 81-91.
- Frank, J. (2007). Effective discipline across racial lines. *Education Digest*, 73(1), 62-64.

- Glover, D., Gough, G., Johnson, M., & Cartwright, N. Bullying in 25 secondary schools: incidence, impact, and intervention. (2000). *Educational Research*, 42 (2), 141-156.
- Good, G. E., Dell, D. M., & Mintz, L. B. (1989). Male role and gender role conflict: Relations to help seeking in men. *Journal of Counseling Psychology*, 36(3), 295-300. doi: 10.1037/0022-0167.36.3.295
- Green, S., Shriberg, D., & Farber, S. (2008). What's gender got to do with it? teachers' perceptions of situation severity and Requests for Assistance. *Journal of Educational & Psychological Consultation*, 18(4), 346-373. doi:10.1080/10474410802463288.
- Gregory, J. F. (1996). The crime of punishment: Racial and gender disparities in the use of corporal punishment in the U.S. Public Schools. *Journal of Negro Education* 64, 454-462.
- Harris, S. & Willoughby, W. (2003). Teacher perceptions of student bullying behaviors. *ERS Spectrum*, 1, 11-18.
- Horner, S., Fireman, G., & Wang, E. (2010). The relation of student behavior, peer status, race, and gender to decisions about school discipline using CHAID decision trees and regression modeling. *Journal of School Psychology*, 48(2), 135-161. doi:10.1016/j.jsp.2009.12.001.
- James, D., Lawlor, M., Courtney, P., Flynn, A., Henry, B., & Murphy, N. (2008). Bullying behavior in secondary schools: what roles do teachers play?. *Child Abuse Review*, 17(3), 160-173. Retrieved from Academic Search Complete database.
- Jacobsen, K.E. & Bauman, S. (2007). Bullying in schools: School counselors' responses to three types of bullying incidents. *Professional School Counseling*. 11(1), 1-9.
- Kochenderfer-Ladd, B. & Pelletier, M.E. Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology*, 46, 431-453.
- Lee, C., Buckthorpe, S., Craighead, T., & McCormack, G. (2008). The relationship between the level of bullying in primary schools and children's views of their teachers' attitudes to pupil behavior. *Pastoral Care in Education*, 26(3), 171-180. doi:10.1080/02643940802246559.

- Marshall, M.L., Varjas, K. Meyers, Graybill, E.C., & Skoczylas, R.B. (2009) Teacher responses to bullying: Self-reports from the front line. *Journal of School Violence*, 8, 136-158. doi: 10.1080/15388220802074124
- Martin, J. & Ross, H. (2005). Sibling aggression: Sex differences and parents' reactions. *International Journal of Behavioral Development*, 29(2), 129-138. doi:10.1080/01650250444000469
- McHale, S. M, Crouter, A.C., & Whiteman, S. D. (2003). The family contexts of gender development in childhood and adolescence. *Social Development*, 1, 125-148.
- Meyers, J. (2010, March 21). Suicides open eyes to bullying after 13-year-old Joshua boy's death. *The Dallas Morning News*. Retrieved from <http://www.dallasnews.com/sharedcontent/dws/news/localnews/stories/040110dnmetbullying.3e710e3.html>
- Mishna, F., Scarcello, I. Pepler, D., & Wiener, J. (2005). Teachers' Understanding of Bullying. *Canadian Journal of Education*, 28 (4), 718-738.
- Myhill, D., & Jones, S. (2006). 'She doesn't shout at no girls': Pupils' perceptions of gender equity in the classroom. *Cambridge Journal of Education*, 36(1), 99-113. doi:10.1080/03057640500491054
- Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., and Scheidt, P. (2001). Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment, *Journal of the American Medical Association*, 16, 2094–2100.
- Newman, R. & Murray, B. (2005). How students and teachers view the seriousness of peer harassment: When is it appropriate to seek help? *Journal of Educational Psychology*, 97 (3), 347-365.
- Nichols, J., Ludwin, W., & Iadicola, P. (1999). A darker shade of gray: A year-end analysis of discipline and suspension data. *Equity and Excellence in Education* 32, 43–55.
- Nicolaidis, S., Toda, Y., & Smith, P. (2002). Knowledge and attitudes about school bullying in trainee teachers. *British Journal of Educational Psychology*, 72(1), 105.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell. ED 384 437.

- Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, 60 (6), 12-19.
- Pomerleau, A., Bolduc D., Malcuit, G., & Cossette, L. (1990). Pink or blue: Environmental gender stereotypes in the first two years of life. *Sex Roles*, 22 (506), 359-367. doi:10.1007/FB00288339
- Rigby, K. & Bagshaw, D. (2003). Prospects of adolescent students collaborating with teachers in addressing issues of bullying and conflict in schools. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 23(5), 535-546. doi:10.1080/0144341032000123787
- Ross, S., & Horner, R. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis*, 42(4), 747-759. doi:10.1901/jaba.2009.42-747.
- Salmon G, James A, & Smith D. M. (1998) Bullying in schools: self reported anxiety, depression and self esteem in secondary school children. *BMJ*, 317, 924-92.
- Shore, K. (2009). Preventing Bullying. *Education Digest*, 75(4), 39-44.
- Skiba, R., Michael, R., Nardo, A., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34(4), 317.
- Smith, D.J., Schneider, B.H., Smith, P.K., & Ananiadou, K. (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review*, 33,547-560. Retrieved from questia.com
- Steffensmeier, D., & Demuth, S. (2001). Ethnicity and judges' sentencing decision: Hispanic-Black-White comparisons. *Criminology*, 39(1), 145-178.
- Stein, J.A., Dukes R. L. & Warren, J.I. (2007). Adolescent male bullies, victims, and bully-victims: A comparison of psychosocial and behavioral characteristics, *Journal of Pediatric Psychology*, 32, 273-282.
- Taylor, M., and Foster, A. (1986). Bad boys and school suspensions: Public policy implications for black males. *Sociological Inquiry*, 56, 498-506.
- U. S. Census Bureau. (2004). No. 597. *Employed Civilians by Occupation, Sex, Race, and Hispanic Origin: 2003*. Retrieved March 10, 2010 from http://www.census.gov/Press-Release/www/releases/archives/labor_table597.pdf

- Valencia, M. (2009, April 20). Constantly bullied, he ends his life at age 11. *Boston Globe*. Retrieved from http://www.boston.com/news/local/massachusetts/articles/2009/04/20/constantly_bullied_he_ends_his_life_at_age_11/
- Vreeman R.C. & Carroll, A.E. (2007). A systematic review of school-based interventions to prevent bullying. *Archives of Pediatrics & Adolescent Medicine*, *161*, 78-88.
- Williams, F., & Cornell, D. (2006). Student willingness to seek help for threats of violence in middle school. *Journal of School Violence*, *5*(4), 35-49. doi:10.1300/J202v05n04_04.
- Yoon, J.S. (2004). Predicting teacher interventions in bullying situations. *Education and Treatment of Children*, *27* (1), 37-45.
- Yoon, J.S. & Kerber, K. (2003). Bullying: Elementary teachers' attitudes and intervention strategies. *Research in Education*, *69*, 27-35.
- Young, A., Hardy, V., Hamilton, C., Biernesser, K., Sun, L., & Niebergall, S. (2009). Empowering students: using data to transform a bullying prevention and intervention program. *Professional School Counseling*, *12*(6), 413-420.
- Zeizima, K. & Eckholm, E. (2010, April 8). Documents Detail a Girl's Final Days of Bullying. *New York Times*. Retrieved from <http://www.nytimes.com/2010/04/09/us/09bully.html>